**K-5 Math Lesson Plan**

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| **Teacher:** Davis | | | **Grade:** 1st | | | | **Date(s)**: |
| **Unit Title:** Counting and grouping objects to 100. | | | | | **Corresponding Unit Task:** Students should be able to can count and recognize numbers to 100. | | |
| **Essential Question(s**): Why is counting by 10 helpful?  How do you bundle amounts?  How is our number system organized? | | | | | | | |
| **Materials/Resources** | | | | | **Essential Vocabulary** | | |
| **Teacher:**   * **Emily’s First 100 Days of School by Rosemary Wells** * **Straws, rubber bands** * **Number cards 1-100 in colorful colors** | | **Student:**   * Math journals | | | | Counting on  Group  Bundle | |
| **Learning Experience** | | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1.NBT.1:** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | | | | | | |
| **I Can Statement(s):**  I can count on from a given number.  I can group objects different ways to help me count. | | | | | | |
| Activating Strategy/Hook: Read the book, Emily's First 100 Days of School by [**Rosemary Wells**](http://www.amazon.com/Rosemary-Wells/e/B000AQ8TYI/ref=ntt_athr_dp_pel_1). There were 100 days in the book and we were shown those numbers all throughout the book, and it just so happens I have a magic book that the numbers have popped out of. Throw the numbers 1-100 out of the book onto the floor. (Have the numbers 1-100 on colorful cards). Today we are going to discuss and practice different ways to count a group of objects up to 100. How can we count these numbers? | | | | | | |
| **Teacher Directed:** Using the board or chart, ask the students how we can count or group this “mess” of numbers? Record the answers the students suggest. Tell the students one way to group numbers could be bundling. Explain the term bundling to the students. Model bundling by showing straws and counting to ten, bundle with a rubber band. Model a few more bundles until you have 3 bundles and some leftovers. With the students, count the three bundles-30 and the leftovers 3, which equal 33. | | | | | | |
| **Guided Practice:** The students will be put into groups of 3-5 students per group. Have the groups come up to the carpet, and make bundles of numbers with the numbers on the carpet from the book. Have them lay out the number bundles in vertical rows and count each row(10) to the rest of the class. Continue until they get 10 bundles or 100 numbers. | | | | | | |
| **Independent Practice:** At their seats students will find 6-8 bags (number each bag) containing objects (counters). Using their math journal to record their answers, students will choose a bag, count the number of objects and record the answer in their math journal (i.e. bag 1 20 bag 2 50 bag 3 30. Students will then make bundles from the bag amounts and draw a picture of the bundles. | | | | | | |
| **Closing/Summarizing Strategy:** Have a few students share one of the bags they counted, how did they count the objects and how many objects were there. Ask: *Why is counting by 10’s helpful?* Give students a number and in their math journals they will write in their journals-different level students can get higher or lower numbers based on ability-then make bundles and tell how many bundles in their math journals. | | | | | | |
| **Differentiation Strategies** | | | | | | | |
| **Extension** | | | | **Intervention** | | | **Language Development** |
| * Put objects in groups of 2’s, 5’s, 10’s. * Count by 2’s, 5’s, 10’s. * Count on past 100 or 120. * Students can visit website- <http://www.svsu.edu/mathsci-center/uploads/math/L01N.htm> and teacher can adjust difficulty levels accordingly. | | | | * Practice rote counting verbally before counting objects * Count small groups of objects (20-30) * Model/practice 1:1 matching, pointing or touching each object while counting | | | * Practice rote counting verbally before counting objects * Count small groups of objects (20-30) * Model/practice 1:1 matching, pointing or touching each object while counting |
| **Assessment(s):** During independent practice, check student’s math journals for understanding. Observe if students are using bundling to count objects. | | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Student understandings/misconceptions * Specific notes about students’ thinking * What do I need to reteach/review tomorrow or in the future? * New ideas or changes for next time | | | | | | | |